DOCUMENT RESUME

ED 389 888 CE 070 376

TITLE	Federal Employment. How Government Jobs Are Viewed on Some College Campuses. Report to Congressional Committees.
INSTITUTION	General Accounting Office, Washington, DC. General Government Div.
REPORT NO	GAO/GGD-94-181
PUB DATE	Sep 94
NOTE	61p.
AVAILABLE FROM	U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies $2 each; 100 or more: 25% discount).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Agricultural Education; Allied Health Occupations Education; Bachelors Degrees; Business Administration Education; Business Education; *Career Choice; Career Education; Career Planning; *College Graduates; Decision Making; Educational Research; Engineering; *Federal Government; *Government Employees; Mathematics Education; Natural Resources; Public Service Occupations; *Student Attitudes

ABSTRACT

A study used two approaches to assess new college graduates' attitudes and perceptions about federal employment. The federal government's image and competitive posture among new graduates were discussed with placement officials at 13 colleges and universities. A questionnaire survey was administered to individuals who graduated during the 1991-92 academic year from four other universities (985 usable responses). The individuals surveyed had received bachelor's degrees in the areas of engineering, business and management, social sciences, agriculture, natural resources, mathematics, and health professions--the areas of study of about 80 percent of new federal hires with college degrees. Most college placement officials said new graduates did not view the government as an attractive employer. Reasons mentioned for graduates' attitudes were as follows: low, noncompetitive starting salary; burdensome and lengthy hiring process; inadequate and ineffective federal recruiting; poor image of government work and employees; and lack of information on federal job availability. Graduates generally confirmed placement officials' views. They generally believed the factors important to them in selecting an employer were more often present in nonfederal employment than in federal employment. Their views of the federal government were not based on firsthand information. (Appendixes include objective, scope, and methodology; list of colleges visited; profiles of the four schools in the survey; and questionnaire responses.) (YLB)

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United States General Accounting Office

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Report to Congressional Committees

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September 1994

FEDERAL EMPLOYMENT

How Government Jobs Are Viewed on Some College Campuses

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GAO

United States
General Accounting Office
Washington, D.C. 20548

General Government Division

B-258083

September 9, 1994

The Honorable John Glenn
Chairman
The Honorable William V. Roth, Jr.
Ranking Minority Member
Committee on Governmental Affairs
United States Senate

The Honorable William L. Clay
Chairman
The Honorable John T. Myers
Ranking Minority Member
Committee on Post Office
and Civil Service
House of Representatives

During the past several years, studies by our office have shown that federal agencies were at a disadvantage in recruiting and retaining employees.[1] We believe this situation is cause for concern, since attracting bright people to public service is an important step in building and maintaining a quality federal workforce for the future. To shed additional light on this issue, we prepared this report under our statutory authority and not at the request of the Committees. We are addressing the report to you since the matters fall under your Committees' jurisdictions. The report is intended to provide information and analysis on new college graduates' attitudes and perceptions about the federal service.

We used two approaches to obtain information on how new college graduates view federal service as a career choice. First, we discussed the federal government's image and competitive posture among new graduates with placement officials at 13 colleges and universities. (See app. II for a listing of the schools.) We selected these 13 schools to obtain a mix of geographic locations, enrollment sizes, levels of minority enrollment, and public or private funding. Second, we administered a questionnaire survey to individuals who graduated during the 1991-1992 academic year from four other universities. These four schools were selected using the same criteria as that used for the placement official interviews. The individuals surveyed were those who had received bachelor's degrees in the areas of

[1]See, for example, Recruitment and Retention: Inadequate Federal Pay Cited as Primary Problem by Agency Officials (GAO/GGD-90-117, Sept. 11, 1990), Federal Recruiting: College Placement Officials' Views of the Government's Campus Outreach Efforts (GAO/GGD-92-48BR, Jan. 31, 1992), and Federal Recruiting: Comparison of Applicants Who Accepted or Declined Federal Job Offers (GAO/GGD-92-61BR, Mar. 20, 1992).

engineering, business and management, social sciences, agriculture and natural resources, mathematics, and health professions. According to the Office of Personnel Management (OPM), these were the areas of study for about 80 percent of new federal hires with college degrees.

The four schools whose graduates we surveyed included a private university located in the East, a predominantly minority public university located in the South, and two public universities located in the Midwest and West. We do not identify these schools because of privacy and confidentiality concerns for the graduates and institutions. Rather, we refer to them as School 1, School 2, School 3, and School 4 for reporting purposes. General descriptive information about the schools is in appendix III.

Between December 1992 and April 1993, 985 graduates returned usable questionnaires.[2] Of these 985 graduates, 884 said they had sought employment as of the time they responded to the questionnaire or remained in the jobs they had before graduation. The remaining 101 graduates said they either had not sought employment or had decided to pursue graduate degrees immediately upon completion of their undergraduate studies. Although limited in its coverage, this survey was the first effort of which we are aware in which firsthand information has been obtained from new college graduates on how they view the federal government as a potential employer.

The interviews with placement officials and the graduate survey provided insights into the thoughts and considerations of recent college graduates as they went through the job search process. However, because the colleges and universities included in our study were not statistically valid random samples of all colleges and universities in the United States, it cannot be presumed that the study results represented the views of all college graduates. More information about the objective, scope, and methodology for this report is included in appendix I. Appendix IV contains all questions asked of the graduates and their responses by school.

Results in Brief

As a rule, the placement officials we interviewed said graduates of their schools had little interest in working for the federal government. The officials identified several reasons for the graduates' attitudes. The reasons

[2]A usable questionnaire was one received from a respondent who received a bachelor's degree between September 1, 1991, and August 31, 1992; received a degree in one of the selected fields of study; and completed the questionnaire.

mentioned most frequently were (1) low, noncompetitive starting salary; (2) burdensome and lengthy hiring process; (3) inadequate and ineffective federal recruiting; (4) poor image of government work and employees; and (5) lack of information on federal job availability.

The graduates responding to our survey tended to confirm the placement officials' views. Although the results varied somewhat by school, the respondents generally believed the factors important to them in selecting an employer were more often present in nonfederal employment than in federal employment. For example, only 13 percent of the 884 respondents who had sought employment or remained in the jobs they had before graduation thought federal employment was superior in the factor most commonly cited as being important in graduates' employment decisions: opportunities for career growth.

Overall, more than 75 percent of the 884 respondents who had sought employment or remained in the jobs they had before graduation said they did not apply for federal jobs. They gave reasons similar to those mentioned by the placement officials: lack of information, low starting salaries, burdensome application process, and inadequate federal recruiting. Of the 884 graduates, 249 said they had not yet located suitable employment at the time they completed their questionnaires. Yet, about 70 percent of these respondents said they did not seek federal job opportunities.

In general, the respondents' views of federal employment were not based on firsthand information. The sources most often cited as the basis for their opinions were "general observations" and "common knowledge." "Job recruiters" were cited as a source of information by only 12 percent of all respondents who had sought employment or remained in the jobs they had before graduation.

In commenting on our review results, OPM officials said the findings confirmed the need for the actions OPM was taking to make the government a more attractive employer. The officials described a number of changes in federal recruiting, hiring, and job information dissemination practices that had been made, or were in process or planned, to improve the government's competitive posture. They said they believed our findings would be more positive if the review were repeated today. The officials stressed, however, that the government is downsizing and there will be reduced opportunities in the next several years for new college graduates to find federal jobs. While we did not examine the actions the

OPM officials described, the actions appear to be worthwhile steps to make it easier for prospective employees to learn about and obtain information about federal jobs.

Most College Placement Officials Said New Graduates Did Not View the Government as an Attractive Employer

Of the 13 schools we visited, a placement official at only 1 school said the school's graduates had considerable interest in federal employment. At six schools, the placement officials said graduates had little to some interest in federal employment, and officials at four schools said graduates' interest in federal jobs varied depending on their majors and the federal agency where the job openings existed. At another school, officials said graduates were not interested in federal jobs. In the remaining case, belief that the federal government was not an attractive employer, as well as low student interest, led the school to discontinue its federal career fairs.

The factor most often mentioned by the placement officials as a reason why graduates did not consider working for the federal government was starting salaries. Placement officials at 12 of the 13 schools said graduates did not think federal salaries were competitive with those of nonfederal employers. For example, one official said pay was a "big problem" and students usually asked about it first. Another official said, "Students and graduates always complain about federal salaries. The amount of money that federal agencies offer will not attract an Outstanding Scholar."[3] Three of the 12 officials linked the problems with salary levels to graduates in certain fields of study. One official, while talking about graduates in engineering, said, "Often the federal government is considered the employer of last resort because the salaries are not competitive."

At 11 schools, placement officials cited the hiring process as a reason why graduates did not seek federal jobs. The officials characterized the entire process from completing the SF-171 application form to receiving a job offer as burdensome, complicated, and time-consuming. Among the comments the officials made were "the federal hiring process contains bodacious hurdles," "the SF-171 is overwhelming for recent graduates," and "the entire federal hiring process has a bad reputation." One hiring process, the Administrative Careers With America (ACWA) program, was of

[3]Under the Outstanding Scholar Program, graduates can qualify for a federal job on the basis of superior academic achievement. According to OPM, 45.5 percent of the new hires into entry level professional and administrative jobs were from the Outstanding Scholar Program and other direct hire methods between July 1992 and June 1993. See page 6 for more information on the Outstanding Scholar Program.

concern to four officials.[4] Individuals can take an ACWA examination and, if they score high enough, their names are entered on registers of job candidates maintained by OPM. These individuals are considered for job openings when agencies request certificates of eligible candidates from OPM if they are among the highest ranked candidates. The placement officials said graduates were generally unwilling to take an examination. Two officials also added that the length of time from the examination to when one would be considered for federal employment was too long.[5]

Placement officials at 10 of the 13 schools mentioned inadequate on-campus recruiting by federal agencies as a factor contributing to graduates' lack of interest in federal employment. In general, the officials felt federal recruiting efforts were lacking. For example, placement officials at one school felt federal recruiters were not as effective as nonfederal recruiters and were not aggressive in explaining the attributes of federal employment. An official at another school said federal recruiters did not discuss specific job opportunities during interviews. Officials at two other schools stated that federal recruiters did not make jobs at their agencies sound very interesting to graduates. They added that federal agencies, unlike many nonfederal employers, seldom paid for prospective employees to visit their agencies and become familiar with their work.

Placement officials at three schools said federal agencies sometimes sent recruiters to their schools when the agencies knew they would not be hiring any new employees. The officials said this practice created a bad reputation for the agencies since graduates expected recruiters to be seeking candidates for job vacancies. As one placement director said, "Federal agencies should not attend college job fairs when they are experiencing hiring freezes and can't offer employment." Officials at three schools also mentioned instances in which agencies had withdrawn employment offers previously made to graduates. They said this was apparently done because of hiring freezes, but such withdrawals were very detrimental to the federal government's image on college campuses.

[4]Applicants for jobs covered by ACWA may take one of six written examinations administered by OPM depending on the occupational category in which the applicant is seeking employment. The six occupational categories for which written tests are used include (1) health, safety, and environmental; (2) writing and public information; (3) business, finance, and management; (4) personnel, administration, and computer; (5) benefits review, tax, and legal; and (6) law enforcement and investigations. For a seventh category, largely social science, written examinations are not used. Instead, OPM rates and ranks applicants on the basis of a review of their education and experience.

[5]Use of the ACWA program by federal agencies has been low. Agencies have filled jobs primarily through other mechanisms. See Federal Hiring: Testing for Entry-Level Administrative Positions Falls Short of Expectations (GAO/GGD-94-103, Mar. 30, 1994).

Of the placement officials at the 10 schools who said federal recruiting efforts were lacking, officials at 4 schools expressed concern about the federal government's hiring practices under the Outstanding Scholar Program. Under this program, agencies can make employment offers to job candidates with superior academic records (grade point average of 3.5 or higher on a 4-point scale or upper 10 percent of their graduating class) without following the government's central examination and ranking procedures. The officials said the program causes graduates with lesser academic records to be excluded from employment consideration. One official explained that he felt this was a mistake since many graduates who have less than a 3.5 grade point average are very talented and have excellent leadership and work experiences.

Placement officials at seven schools stressed that the federal government suffered from a poor image on their campuses which, in turn, influenced graduates' interest in federal employment. Some of the comments the officials made illustrating the situation were "graduates view government work as uninteresting and unimportant," "the image of the federal worker is not great," and "the phrase 'good enough for government work' is often heard among recent graduates."

Six schools' placement officials believed the federal government did not make sufficient information on employment opportunities available to graduates. They said information was hard to get or confusing. As one official said, "There is no one handout that can explain how to look for a federal job. What few materials I have found have exception after exception to the instructions, making it difficult even for me to comprehend, and I'm in the business." Among these six schools was the school at which a placement official perceived a high level of interest in federal employment. The official at this school said the students and graduates were frustrated by how hard it is to get accurate information on federal job opportunities.

Graduates Generally Confirmed Placement Officials' Views

Although the questionnaire respondents' views about federal employment varied somewhat among the four schools in our survey, most of the graduates did not view the federal government as an employer of choice. They generally thought nonfederal employers were better than federal employers in meeting factors important to them in choosing an employer for whom they would like to work.

In the questionnaire, we listed 22 factors that could influence job seekers in selecting an employer for whom they would like to work. Of the 22 factors, at least 75 percent of the respondents from each school identified 4 factors as being of very great or great importance to them. These four factors were (1) opportunities for career growth, (2) promotion opportunities, (3) opportunities to apply education and skills, and (4) opportunities for challenging assignments. Another six factors were considered to be of very great or great importance by 75 percent or more of the respondents from at least one school. Table 1 shows the level of importance attached to each of the 22 factors by respondents who said they sought employment or remained in the jobs they had before graduation.

Table 1: Factors of Very Great and Great Importance to Graduates in Selecting an Employer

Numbers in percent

Employment factor	School 1 (N=143)	School 2 (N=99)	School 3 (N=498)	School 4 (N=144)
Opportunities for career growth	91.6	97.0	93.0	93.8
Promotion opportunities	82.5	96.0	83.9	87.5
Opportunities to apply education and skills	80.4	97.0	80.9	89.6
Opportunities for challenging assignments	86.7	87.9	83.1	82.6
Job security	58.7	96.0	77.1	95.1
Opportunities to "make a difference"	70.6	91.9	73.1	77.1
Health insurance	54.6	93.9	74.5	84.7
Retirement program	15.4	85.9	48.6	64.6
Cost of living where the job is located	27.3	75.8	46.0	56.9
Life insurance	14.0	79.8	31.7	53.5
Salary amount	51.1	72.7	54.4	74.3
Ability to balance work and personal life	48.3	69.7	60.6	70.1
Public image and reputation of the employer	60.8	69.7	47.6	60.4
Assistance/Cooperation provided to prospective employees by the organization's employees	50.4	74.8	48.6	62.5
Location of the job	56.6	55.6	53.0	60.4
Physical working environment	37.1	65.7	52.6	61.8
Amount of paid time off (holidays, vacations, personal days, sick days)	24.5	59.6	40.6	60.4
Savings plan	14.7	70.7	40.4	54.2
Flexibility of work schedule	17.5	45.5	29.1	41.7
Opportunity to work at home or other locations outside the office	4.9	30.3	12.1	12.5
Childcare assistance the employer provides	6.3	29.3	7.6	16.7
Eldercare assistance the employer provides	1.4	27.3	5.4	5.6

Note: N is the number of respondents who said they had sought employment or remained in the jobs they had before graduation. The percentages are based on N.

Source: GAO survey (see app. IV, question 14).

The questionnaire then asked respondents to compare, on the basis of their personal knowledge and/or experience, their perceptions of these employment factors in the federal and nonfederal sectors. Somewhat different views were expressed by respondents from each of the four schools, but overall, the respondents felt the factors they identified as most important to them were superior in the nonfederal sector. For example, only about 13 percent of the respondents thought the federal government was better in the category of opportunities for career growth

compared to about 36 percent who thought nonfederal opportunities were better. The other respondents thought opportunities for career growth were about the same in both employment sectors or said they had no basis to judge. Table 2 shows how the respondents, as a whole, viewed the four employment factors considered most important.

Table 2: Graduates' Views of Federal and Nonfederal Employment for the Factors Considered Most Important to Graduates in Selecting an Employer

Numbers in percent

Important factors	Nonfederal better than federal	Federal better than nonfederal	About the same for federal and nonfederal	No basis to judge
Opportunities for career growth	35.8	12.8	27.8	21.2
Promotion opportunities	31.1	16.9	25.0	24.6
Opportunities to apply education and skills	22.7	12.3	39.7	23.0
Opportunities for challenging assignments	31.5	11.1	30.5	24.8

Note: These percentages are based on the 884 respondents who said they had sought employment or remained in the jobs they had before graduation. The percentages do not add to 100 percent because those respondents who did not answer are not shown in this table.

Source: GAO survey (see app. IV, question 15).

The respondents were also asked to compare federal agencies' and nonfederal employers' recruiting and hiring practices. As shown in table 3, respondents from each school rated nonfederal employers to be better for each of the five recruiting and hiring practices listed in the questionnaire.

Table 3: Graduates' Views of Federal and Nonfederal Employers' Recruiting and Hiring Practices

Numbers in percent

	School 1 (N=143)		School 2 (N=99)		School 3 (N=498)		School 4 (N=144)	
Recruiting and hiring practices	**Nonfederal better**	**Federal better**	**Nonfederal better**	**Federal better**	**Nonfederal better**	**Federal better**	**Nonfederal better**	**Federal better**
Availability of information about job opportunities	60.8	9.8	51.5	15.2	61.2	9.8	68.8	9.7
Recruiting presence on campus	76.2	0.7	56.6	7.1	67.3	4.6	66.0	5.6
Ease of job application procedures	67.1	0.0	57.6	7.1	63.3	1.2	59.7	0.7
Speed of job offers	45.5	0.0	51.5	7.1	42.4	1.0	40.3	0.7
Examination requirement	37.1	4.9	42.4	13.1	33.3	6.0	34.0	5.6

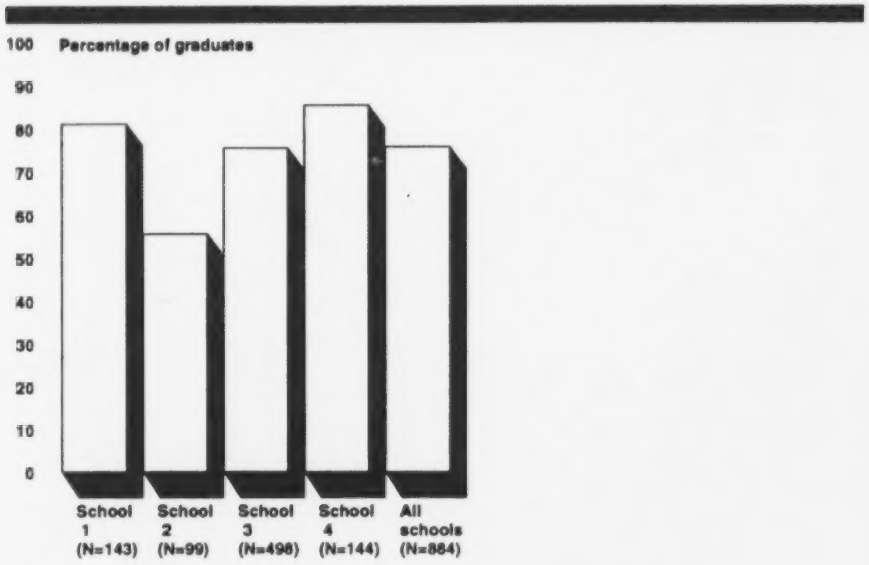
Note: N is the number of respondents who said they had sought employment or remained in the jobs they had before graduation. The percentages are based on N and do not add to 100 percent because those respondents who answered (1) federal and nonfederal employers the same and (2) no basis to judge, or did not answer are not shown in the table.

Source: GAO survey (see app. IV, question 15).

Figure 1 shows that of the four schools, graduates of the predominantly minority university (School 2) expressed the greatest interest in possible federal employment with 43 percent saying they applied for federal jobs.[6] At the other three schools, the percentages of graduates who said the federal government was among the employers to which they applied ranged from 13 to 23 percent. Overall, about 76 percent of all graduates who had sought jobs or remained in the jobs they had before graduation said they did not apply for federal employment.

[6]Includes respondents who said they applied for a federal job or already had a federal job before graduation.

Figure 1: Most Graduates Said They Did Not Apply for Federal Jobs

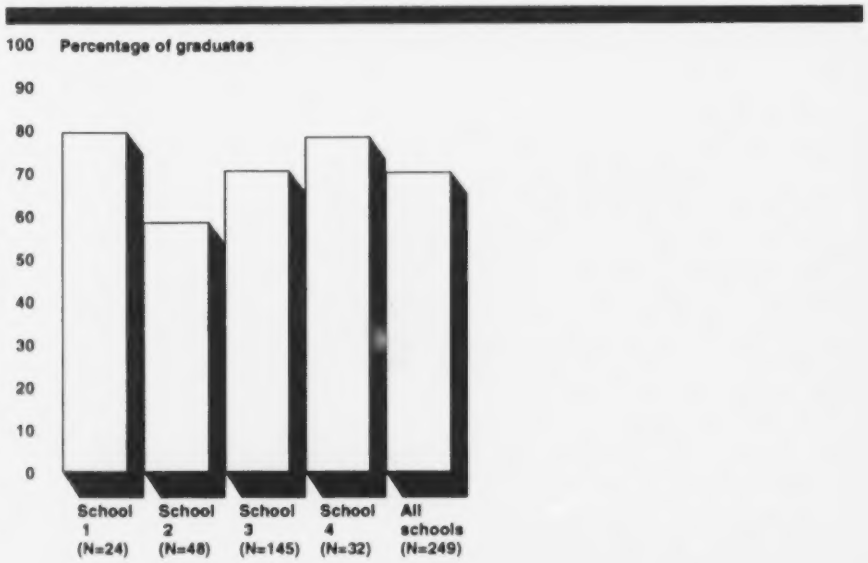


Note: N is the number of respondents who said they had sought employment or remained in the jobs they had before graduation. The percentages are based on N.

Source: GAO survey (see app. IV, question 6).

The lack of interest in federal employment was not because all of the graduates had found jobs they wanted elsewhere. In fact, 249 (28 percent) of the 884 respondents who had sought jobs or remained in the jobs they had before graduation said they had not yet located suitable employment at the time they completed their questionnaires. These graduates were still unemployed, in temporary jobs, or had begun graduate work after unsuccessful job searches. Even though they had not found suitable employment, about 70 percent of these respondents said they did not apply for federal jobs (see fig. 2). About half said they had given some consideration to seeking federal employment but did not apply, and about 20 percent said they had no interest whatsoever in working for the federal government.

Figure 2: Most Graduates Who Did Not Find Suitable Employment Did Not Apply for Federal Jobs



Note: N is the number of respondents who said they had not yet located suitable employment at the time they completed their questionnaires. The percentages are based on N.

Source: GAO survey (see app. IV, questions 2 and 6).

The graduates gave many reasons why they did not pursue federal careers. Table 4 shows that among the reasons they mentioned most often were a lack of information about federal jobs, the inability to identify specific job openings, low starting salaries, the federal job application process, and no federal recruiting on campus. The graduates' views about federal employment were consistent with the findings in other reports we have issued.[7]

[7]In Federal Recruiting: College Placement Officials' Views of the Governments' Campus Outreach Efforts (GAO/GGD-92-48BR, Jan. 31, 1992), we found a lack of employment information, limited recruiting visits, and complaints about the complexity of the application process among the 40 schools we surveyed. In Federal Recruiting: Comparison of Applicants Who Accepted or Declined Federal Job Offers (GAO/GGD-92-61BR, Mar. 20, 1992), we found most applicants for federal entry-level administrative and professional positions during the time period studied were not new college graduates. The most prevalent reason applicants gave for declining federal job offers was uncompetitive salaries. In Federal Employment: Poor Service Found at Federal Job Information Centers (GAO/GGD-92-116, July 28, 1992), we found obtaining federal job information was frequently a time-consuming and arduous task.

Table 4: Graduates' Reasons for Not Applying for Federal Jobs

Numbers in percent

Reasons	School 1 (N=116)	School 2 (N=55)	School 3 (N=376)	School 4 (N=123)
Did not have information about federal jobs	37.1	60.0	61.7	61.8
Unable to identify specific job openings	48.3	49.1	51.6	39.0
Starting salary too low	40.5	18.2	16.0	18.7
Application process too burdensome	37.9	21.8	20.5	17.1
No federal recruiters visited my campus	21.6	18.2	22.9	35.8

Note: N is the number of respondents who said they did not apply for or had no interest in a federal job. The percentages are based on N.

Source: GAO survey (see app. IV, question 7)

The respondents often elaborated on their reasons for not seeking federal employment in comments attached to their questionnaires. The reason most frequently mentioned in the written comments concerned the lack of information about federal job opportunities. For example, one graduate thought that "Most people have no idea how to apply for a federal job, including myself. The government should make this information readily available to graduates." Another graduate said

"I was very interested in working for the federal government. I could not find how to get information about job openings in my field. Do I look in the yellow pages? At the library, what do I look under? It was very confusing to the point where I gave up. This is where you are losing a lot of people. They don't know what route to take."

Yet another said, "It has been virtually impossible for me to apply. I called . . . and mailed . . . for information and still cannot get the proper information about job opportunities."

Some of the written comments concerning the other reasons given by graduates for not pursuing federal employment were as follows:

"The salaries are miserably low. I was offered about $19,500/year with [the government]. About $31,200/year with [a private sector employer]. It makes me question the government's ability to hire qualified and 'bright' personnel with salaries like that."[8]

"Three observations on why the federal government isn't attractive: (1) . . . the public's attitude has been that government is the problem, not the solution. Why be part of the

[8]This graduate's field of study was engineering.

problem?; (2) if you're coming out of college $50,000 in debt, you need a job that pays enough . . . . Federal jobs are not perceived to offer sufficient salaries; [and] (3) public perception is that the more glamorous jobs always go to political appointees, not those who work their way up through the organization. More opportunities for advancement exist in private sector jobs."

"In today's job market people must apply to many different employers. I couldn't justify the time necessary to go through the federal application process."

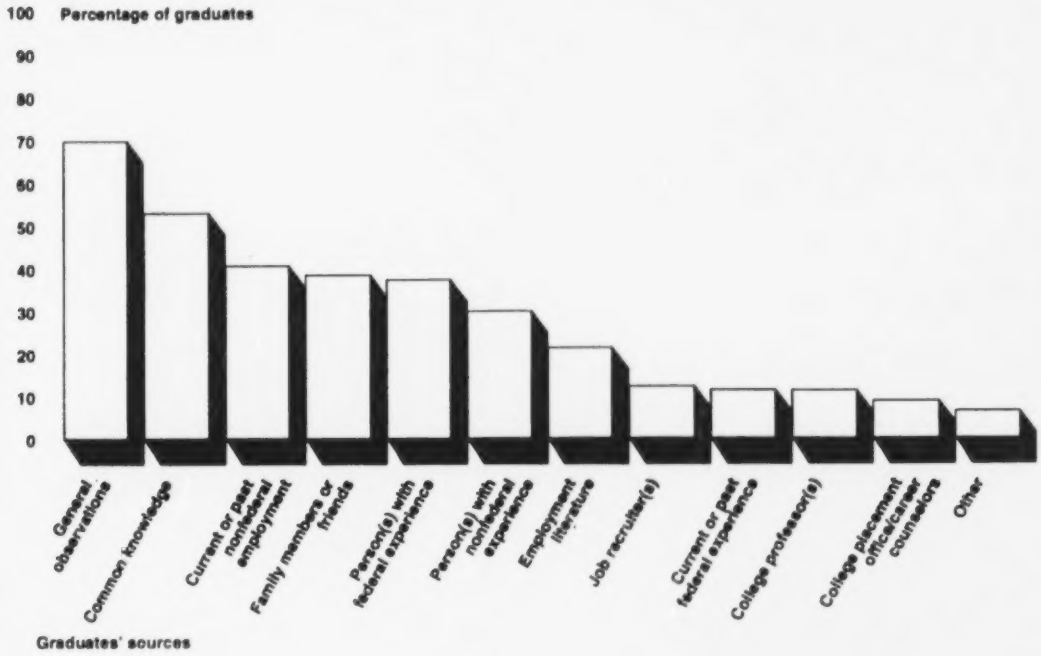
"The application process for getting a federal job needs help. I signed up to take a civil service exam for business last November. I wasn't notified of the test date until sometime in the spring. By the time I received my test results in May, I already had a job lined up . . . . The entire process . . . took way too long."

"It actually never occurred to me to seek employment through the government. While going through the job search process, I do not recall talking to government recruiters, seeing any literature or knowing anyone who had considered the government as a job."

"I know federal jobs exist, but most college students are influenced most by recruiters coming to campus. Federal recruiters did not come to [my] campus. This hinders the gathering of information about the good and bad points of federal jobs."

The questionnaire revealed that the respondents had little firsthand information to use in making their comparisons between federal and nonfederal employment. Many of the graduates said their views were based on general observations and/or common knowledge. As shown in figure 3, information sources that should provide more factual information, such as employment literature and job recruiters, were cited very infrequently by the respondents.

Figure 3: Graduates' Sources for Comparing Federal and Nonfederal Employment



Note 1: Respondents were asked to check each information source that they used. Therefore, the bars total more than 100 percent.

Note 2: These percentages are based on the 884 respondents who said they had sought employment or remained in the jobs they had before graduation.

Source: GAO survey (see app. IV, question 16).

OPM's Observations on Review Results

We provided the results of our review to OPM, and on June 6, 1994, and again on July 15, 1994, we met with OPM's Associate Director for Career Entry and other OPM officials to discuss their reactions and observations.

The OPM officials said they found the information to be valuable as it confirmed the need for actions that OPM was taking to make the federal government an attractive employer of persons who aspire to be public servants. However, the officials felt the government is a more competitive employer than the review results indicate. They said a number of changes in federal recruiting, hiring, and job information dissemination practices

had been made, and others were in process or planned, to improve the government's competitive posture. The officials also said they believed the results would be more positive if our review were repeated today. They noted, for example, that 45.5 percent of the new hires into federal entry-level professional and administrative positions between July 1992 and June 1993 qualified as Outstanding Scholars.

The OPM officials provided the following paragraph to summarize the actions OPM was taking to enhance federal hiring:

"Major changes are under way to improve the Federal hiring process. (1) Federal employment information is now more comprehensive and more accessible - job opportunity listings now include excepted service positions, temporary positions, etc., and listings are accessible 7 days a week, 24 hours a day by telephone or computer. (2) OPM is eliminating the SF 171, the standard application form that imposed significant burdens on applicants to complete. (3) OPM is now using automated application techniques where applicants respond to questionnaires by telephone or on optically scanned forms. If asked to submit a written summary of their relevant qualifications, applicants have the option of using resumes, curricula vitae, or whatever other format they choose. (4) OPM is eliminating its central registers and examining for specific positions on a job-by-job basis so that applicants know the actual job openings for which they are applying. (5) OPM expects to give agencies the option to use written tests later in the screening process, so that unqualified applicants need not take tests. In general, jobseekers will soon find that the best way to get considered for Federal employment is to access the Federal employment information system, find job openings that match their interests and qualifications, and follow the simple instructions on how to apply. Their application will be rated and referred to agencies in record time."

The OPM officials emphasized that federal employment information is available to prospective employees through nationwide data systems that are accessible 24 hours a day, every day, by telephone or computer. The officials described these systems as follows:

(1) Career America Connection - a telephone-based system that identifies current federal job opportunities throughout the country. Users may request information/application packages for jobs of interest. The packages are mailed within 24 hours.

(2) Federal Job Opportunities Board - a computer-based bulletin board system with information about federal job openings, pay rates, job fairs and career days, and general employment information.

In addition, the OPM officials described the Federal Occupation and Career Information System, a computer-based system that provides an overview of 600 federal occupations, qualification information, salary amounts, job locations, and advice on completing application forms. It contains work interest tests and sample practice examinations to help users identify occupations of interest and explore federal career opportunities.

While the officials felt there was no lack of available employment information, they said the real issue was how to make the existence of this information known to new graduates and other intended users. The officials said OPM had placed touch-screen computers in over 100 OPM and agency offices and building lobbies to make the information in these systems accessible to the public and plans further enhancements and increased marketing of the three systems. According to these officials, one possible enhancement was adding the capability to apply electronically through any of the systems. Additionally, the officials said they plan to (1) expand OPM's outreach efforts to the National Association of Schools of Public Affairs and Administration and the College Placement Council and (2) directly communicate to students through press releases to college and university newspapers and a series of articles in placement community publications.

The officials said OPM had made particular efforts in the past 2 years to disseminate federal career information to minority students through in-depth work with Historically Black Colleges and Universities, the Hispanic Association of Colleges and Universities, and the College Placement Council. The officials felt our survey results indicated this effort had some success because graduates of the predominantly minority school in our survey showed a more positive view of federal employment than the graduates from the three other schools.

The OPM officials acknowledged that agency performance in recruiting on college campuses has been and continues to be a problem. They said OPM has developed a new training course, "Recruiting Foundations for Program Managers," in an attempt to improve the professionalism of federal recruiters. The officials said the course provides line managers and human resource specialists with tools to plan, build, upgrade, and manage their recruiting programs. The officials stressed, however, that the federal government is downsizing and there will be reduced opportunities in the next several years for new college graduates to find federal jobs. They said care must be taken to ensure that federal recruiting and outreach

programs are realistic in emphasizing the limited prospects for employment.

As an overall observation on our findings, the OPM officials said they have become convinced that the government's employment image suffers because students and graduates tend not to clearly understand that federal employment represents the opportunity to serve the public. They said much of the information students receive about government comes from newspapers or television. According to the officials, social, political, and economic issues are often cast as "problems" or "crises," leaving a negative spin on the government's competence or efficiency, while little attention is given by the media to the actual work performed by public servants in resolving the problems of the nation. They believed academia was also partly responsible for the void of positive information. The officials also believed that most students attending colleges, universities, and high schools have little understanding of the government, its relationship to them, or its positive impact on their lives. The officials said it will take a relentless effort among the public and private sectors, academia, constituency groups, and effective employment information services to restore the luster to public service.

Conclusions

Because our work was limited to placement officials in 13 schools and graduates from 4 universities, these findings may not be representative of how federal employment was viewed by all graduates across the country. However, we believe it is meaningful that most placement officials and graduates we surveyed independently agreed that the federal government was not an employer of choice on college campuses and had quite similar views on why this situation existed. Moreover, in explaining why some graduates did not seek careers with the federal government, the review results, while limited, suggest obstacles that need to be addressed if federal agencies are to be able to hire quality employees in the future. Clearly, if the views we found were widely held, efforts to improve the image and attractiveness of federal employment by emphasizing to prospective employees the challenges and opportunities it affords, better disseminating information on job openings, enhancing recruiting efforts, and developing more competitive employment policies would be in order.

We have not reviewed the actions OPM said it had taken and plans to take to improve federal recruiting, hiring, and job information dissemination processes. However, as OPM described them, the actions appear to be the kinds of efforts that are needed to make federal employment opportunities

more accessible to new graduates and other potential employees. To the extent that these actions will improve the image of federal employment, they should help make public service a more attractive career choice to talented graduates in the future.

We are sending copies of this report to other congressional committees, the Director of OPM, and other interested parties. Copies will also be made available to others upon request.

The major contributors to this report are listed in appendix V. If you have any questions, please contact me on (202) 512-5074.

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Director
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Abbreviations

ACWA	Administrative Careers With America
OPM	Office of Personnel Management

Appendix I

Objective, Scope, and Methodology

The objective of this study was to gather information on how college graduates view the federal government as a potential employer. To accomplish this, in part, we visited placement officials at 13 colleges and universities to discuss their perceptions of recent graduates' views of the government's attractiveness as an employer. (See app. II for a listing of the colleges and universities.) We judgmentally selected the 13 schools on the basis of their geographic locations, enrollment sizes, levels of minority enrollment, and public or private funding.

We also sent questionnaires to graduates of four other universities. We selected these universities using the same criteria as that used for the placement official interviews. For privacy and confidentiality reasons, we do not identify the schools whose graduates we surveyed. The schools included a private university located in the East, a predominately minority public university located in the South, and two public universities located in the Midwest and West. Appendix III includes general descriptive information about each university.

We surveyed graduates whom the universities indicated had received bachelor's degrees between September 1, 1991, and August 31, 1992. The survey was limited to graduates with academic majors in fields of study identified by OPM as the fields of study for more than 80 percent of all employees with college degrees hired by federal agencies in fiscal year 1989, which was the latest information available when we began our work.[1] The fields of study included were engineering, business and management, social sciences, agriculture and natural resources, mathematics, and health professions. We did not verify the accuracy and completeness of the lists of graduates and their majors provided by the universities.

We pretested the questionnaire to assure ourselves that respondents would interpret the questions correctly and could provide the information requested. We did pretests with 6 recent graduates, and the placement officials at the 13 schools we visited also reviewed the questionnaire. During our visits with the placement officials, some expressed concerns about the success of the survey, stating that the graduates' addresses maintained by the schools were likely to be out of date because of moves since graduation and, on the basis of their experiences, recent graduates were often unwilling to respond to questionnaires. Thus, we knew the possibility of a low response rate existed. To lessen that possibility, we (1) did the initial mailing in December 1992 because we suspected that

[1]The information was based on questionnaire responses to an OPM survey from 12,194 of 25,646 federal employees hired in fiscal year 1989.

many addresses were the addresses of graduates' parents and hoped the questionnaires would arrive when the graduates were home for the holidays, (2) did follow-up mailings in January and February 1993, and (3) planned to do additional follow-ups if the response rate was under 50 percent.

We sent questionnaires to 1,533 graduates and received 985 usable responses, for an overall response rate of 64.3 percent. While this rate was lower than we normally prefer, it was much higher than anticipated by many of the placement officials. We considered this rate to be very good given the circumstances of the survey. Also, when ineligible respondents and undeliverable questionnaires were excluded, the completion rate was 73.1 percent. Table I.1 shows the disposition of the questionnaires mailed and the response and completion rates for each school.

Table I.1: Analysis of Questionnaire Returns

Category	School 1	School 2	School 3	School 4	Total
Total mailed	**320**	**195**	**806**	**212**	**1,533**
Undeliverable	19	5	83	7	114
Ineligibles[a]	27	10	34	0	71
Incomplete responses	0	0	2	2	4
Overt refusals	0	1	3	1	5
Questionnaires not returned	91	71	146	46	354
Total usable returns	**183**	**108**	**538**	**156**	**985**
Response rate percentage[b]	57.2%	55.4%	66.7%	73.6%	64.3%
Completion rate percentage[c]	66.8%	60.0%	78.1%	76.1%	73.1%

[a]Ineligibles were those respondents who said they did not receive a bachelor's degree between September 1, 1991, and August 31, 1992, were not in the majors we selected at that particular school, or were not U.S. citizens and hence not eligible for federal employment.

[b]Response rate is the number of usable returns as a percentage of the total number mailed.

[c]Completion rate is the number of usable returns as a percentage of the total number mailed less those not delivered and ineligible.

We were particularly interested in the views of recent graduates who said they had sought employment since graduation or remained in the jobs they had before graduation. Accordingly, the questions in the questionnaire were directed to these graduates. Of the 985 usable responses, 884 were

from graduates who said they had looked for jobs or remained in the jobs they had before graduation.

Because the colleges and universities included in our study were not statistically valid random samples of all colleges and universities in the United States, it cannot be presumed that the study results represented the views of all college graduates.

We discussed this report with OPM's Associate Director for Career Entry and other OPM officials in June and July 1994. Their comments are summarized on pages 15 to 18. Our audit work was done from May 1992 through September 1993 in accordance with generally accepted government auditing standards.

Thirteen College and University Placement Offices Visited

College/University	Location
California State University, Long Beach	Long Beach, CA
Emory University	Atlanta, GA
Georgia Institute of Technology	Atlanta, GA
Georgia State University	Atlanta, GA
Macalester College	St. Paul, MN
Marquette University	Milwaukee, WI
Spelman College	Atlanta, GA
University of Minnesota	Minneapolis, MN
Institute of Technology	
Hubert H. Humphrey Institute of Public Affairs	
Carlson School of Management	
University of Richmond	Richmond, VA
University of Southern California	Los Angeles, CA
University of Virginia	Charlottesville, VA
School of Engineering and Applied Sciences	
College of Arts and Sciences	
McIntire School of Commerce	
University of Wisconsin-Milwaukee	Milwaukee, WI
Virginia Commonwealth University	Richmond, VA

Profiles of the Four Schools in the College Graduate Survey[1]

School 1	School 1 is located in a large city in the East. The school is a private institution awarding bachelor's, master's, and doctoral degrees. Seventy-two percent of its undergraduates in the 1990-1991 academic year were white, and 10 percent were foreign nationals. The school awarded about 1,500 bachelor's degrees in the 1990-1991 academic year.
School 2	School 2 is located in the South. It is a public institution awarding bachelor's, master's, and doctoral degrees. Ninety-four percent of its undergraduates in the 1990-1991 academic year were black. The school awarded about 800 bachelor's degrees in the 1990-1991 academic year.
School 3	School 3 is located in the West. It is a public land grant institution awarding bachelor's, master's, and doctoral degrees. Eighty-four percent of its undergraduates in the 1990-1991 academic year were white. The school awarded about 3,000 bachelor's degrees in the 1990-1991 academic year.
School 4	School 4 is located in the Midwest. The school is a public institution awarding associate, bachelor's, and master's degrees. Ninety-three percent of its undergraduates in the 1990-1991 academic year were white. The school awarded about 1,500 bachelor's degrees in the 1990-1991 academic year.

[1]This information is from Profiles of American Colleges, 19th edition (Hauppauge, NY: Barron's Educational Series, Inc., 1992).

Questionnaire Responses

The questionnaire was 11 pages long and included 21 questions. We estimate respondents took about 15 minutes to complete the questionnaire. We promised respondents that their responses would be confidential, combined with others, and reported only in summary form. In the questionnaire, we asked about the reasons for the employment decisions graduates made upon graduation from college, their experiences, if any, with the federal recruiting and hiring processes, and the extent to which they considered the federal government as an employment possibility.

The question wording and the response categories shown in this appendix are the same as in the questionnaire itself, except in questions 14, 15, and 17. For questions 14 and 15 we combined response categories for ease of presentation. The original response categories for these questions were:

- Question 14 - (1) of little or no importance, (2) of some importance, (3) of moderate importance, (4) of great importance, (5) of very great importance, and (6) no basis to judge; and
- Question 15 - (1) federal much better than nonfederal, (2) federal generally better than nonfederal, (3) about the same for federal and nonfederal, (4) nonfederal generally better than federal, (5) nonfederal much better than federal, and (6) no basis to judge.

We combined categories (1) and (2) and categories (4) and (5) for both questions. In question 17, we created categories on the basis of the frequency and distribution of the graduates' years of birth. The percentages in the columns many not add to 100 percent because we rounded the percentages to the nearest tenth.

A. Degree Information

Question 1. According to our information, you received a bachelor's degree between September 1, 1991, and August 31, 1992. Is this correct? (1,033 respondents.)

	School 1		School 2		School 3		School 4		All schools	
Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Yes	183	97.3	108	91.5	538	94.2	156	100.0	985	95.4
2. No[a]	5	2.7	10	8.5	33	5.8	0	0.0	48	4.6
No answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	**188**	**100.0**	**118**	**100.0**	**571**	**100.0**	**156**	**100.0**	**1,033**	**100.0**

[a]Respondents who did not receive a bachelor's degree in the time period were asked to stop and return the questionnaire to GAO.

B. Job Status

For the purpose of this section, if a respondent had more than one job since graduation, we asked the respondent to consider the first job held in responding to questions 2, 3, 4, and 5. If the respondent continued with the same job as before graduation, we asked the respondent to consider that job to be the first job.

Question 2. Which of the following best describes your work status since graduation? (985 respondents.)

	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
1. Continued with same employer as before graduation	13	7.1	15	13.9	74	13.8	36	23.1	138	14.0
2. Could not find suitable permanent employment; worked in a temporary job or was unemployed[a]	18	9.8	37	34.3	132	24.5	31	19.9	218	22.1
3. Began work on a graduate/professional degree without seeking employment[b]	35	19.1	9	8.3	35	6.5	9	5.8	88	8.9
4. Began work on a graduate/professional degree after unsuccessfully seeking employment[a]	6	3.3	11	10.2	13	2.4	1	0.6	31	3.1
5. Self-employed[c]	2	1.1	0	0.0	10	1.9	1	0.6	13	1.3
6. Did not seek employment[b]	5	2.7	0	0.0	5	0.9	3	1.9	13	1.3
7. Entered a permanent job	88	48.1	32	29.6	233	43.3	68	43.6	421	42.7
8. Other	16	8.7	4	3.7	36	6.7	7	4.5	63	6.4
Total	**183**	**100.0**	**108**	**100.0**	**538**	**100.0**	**156**	**100.0**	**985**	**100.0**

[a]Respondents who answered with this category were asked to go to question 6.

[b]Respondents who answered with this category were asked to stop and return the questionnaire to GAO.

[c]Respondents who answered with this category were asked to go to question 5.

C. Employer Information

Question 3. Which of the following categories best describes your first employer? (622 respondents, the number of respondents who answered categories 1, 7, or 8 for question 2.)

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Private company	81	69.2	22	43.1	226	65.9	67	60.4	396	63.7
2. State/Local government	3	2.6	7	13.7	21	6.1	5	4.5	36	5.8
3. Federal government (as a civilian employee)	4	3.4	2	3.9	14	4.1	3	2.7	23	3.7
4. Private college, university, or other educational institution	7	6.0	3	5.9	4	1.2	5	4.5	19	3.1
5. Nonprofit organization	11	9.4	6	11.8	22	6.4	13	11.7	52	8.4
6. Military service	2	1.7	0	0.0	19	5.5	5	4.5	26	4.2
7. Other	7	6.0	9	17.7	33	9.6	11	9.9	60	9.7
No answer	2	1.7	2	3.9	4	1.2	2	1.8	10	1.6
Total	**117**	**100.0**	**51**	**100.0**	**343**	**100.0**	**111**	**100.0**	**622**	**100.0**

Question 4. About how long after applying for your first job did you receive the job offer? (622 respondents, the number of respondents who answered categories 1, 7, or 8 for question 2.)

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. No wait. I was hired on the spot	20	17.1	8	15.7	65	19.0	29	26.1	122	19.6
2. Less than 1 month	35	29.9	17	33.3	120	35.0	32	28.8	204	32.8
3. At least 1 month, but less than 2 months	23	19.7	7	13.7	40	11.7	12	10.8	82	13.2
4. At least 2 months, but less than 3 months	10	8.6	5	9.8	26	7.6	10	9.0	51	8.2
5. At least 3 months, but less than 4 months	6	5.1	1	2.0	13	3.8	9	8.1	29	4.7
6. At least 4 months, but less than 6 months	5	4.3	2	3.9	14	4.1	3	2.7	24	3.9
7. 6 months or more	5	4.3	3	5.9	14	4.1	3	2.7	25	4.0
8. Don't remember	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9. Not applicable (did not apply for a new job after graduation)	11	9.4	6	11.8	42	12.2	13	11.7	72	11.6
No answer	2	1.7	2	3.9	9	2.6	0	0.0	13	2.1
Total	**117**	**100.0**	**51**	**100.0**	**343**	**100.0**	**111**	**100.0**	**622**	**100.0**

Question 5. Overall, how satisfied or dissatisfied were/are you with your first job? (635 respondents, the number of respondents who answered categories 1, 5, 7, or 8 for question 2.)

	School 1		School 2		School 3		School 4		All schools	
Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Very satisfied	49	41.2	12	23.5	93	26.4	37	33.0	191	30.1
2. Generally satisfied	41	34.5	17	33.3	150	42.5	47	42.0	255	40.2
3. As satisfied as dissatisfied	18	15.1	14	27.5	53	15.0	18	16.1	103	16.2
4. Generally dissatisfied	5	4.2	3	5.9	40	11.3	8	7.1	56	8.8
5. Very dissatisfied	4	3.4	4	7.8	10	2.8	1	0.9	19	3.0
No answer	2	1.7	1	2.0	7	2.0	1	0.9	11	1.7
Total	**119**	**100.0**	**51**	**100.0**	**353**	**100.0**	**112**	**100.0**	**635**	**100.0**

D. The Job Search Process

Question 6. Which of the following best describes the extent to which you sought federal employment since graduation? (884 respondents, the number of respondents who answered categories 1, 2, 4, 5, 7, or 8 for question 2.)

	School 1		School 2		School 3		School 4		All schools	
Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Already had a federal job and did not consider another one[a]	5	3.5	1	1.0	14	2.8	4	2.8	24	2.7
2. No interest in a federal job and made no efforts to identify vacancies or application procedures	56	39.2	9	9.1	165	33.1	54	37.5	284	32.1
3. Considered a federal job, but did not apply	60	42.0	46	46.5	211	42.4	69	47.9	386	43.7
4. Applied for a federal job, but did not receive a job offer[b]	16	11.2	36	36.4	78	15.7	11	7.6	141	16.0
5. Applied for a federal job, but did not accept a job offer[c]	0	0.0	2	2.0	5	1.0	0	0.0	7	0.8
6. Accepted a federal job[b]	4	2.8	4	4.0	16	3.2	4	2.8	28	3.2
No answer	2	1.4	1	1.0	9	1.8	2	1.4	14	1.6
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

[a]Respondents who answered with this category were asked to go to question 14.

[b]Respondents who answered with this category were asked to go to question 11.

[c]Respondents who answered with this category were asked to go to question 9.

Question 7. Which of the following reasons, if any, best describe the main reasons you did not apply for or had no interest in a federal job? (670 respondents, the number of respondents who answered categories 2 or 3 for question 6.)

	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
1. Never occurred to me to consider federal employment	21	18.1	5	9.1	113	30.1	35	28.5	174	26.0
2. Did not have information about federal jobs	43	37.1	33	60.0	232	61.7	76	61.8	384	57.3
3. No federal recruiters visited my campus	25	21.6	10	18.2	86	22.9	44	35.8	165	24.6
4. My field of study was not related to federal employment as I perceived it	5	4.3	8	14.6	89	23.7	23	18.7	125	18.7
5. Nonfederal recruiters were more effective in explaining employment opportunities	25	21.6	4	7.3	52	13.8	9	7.3	90	13.4
6. Starting salary too low	47	40.5	10	18.2	60	16.0	23	18.7	140	20.9
7. Application process too burdensome	44	37.9	12	21.8	77	20.5	21	17.1	154	23.0
8. Unable to identify specific job openings	56	48.3	27	49.1	194	51.6	48	39.0	325	48.5
9. Not interested in available job openings	18	15.5	1	1.8	39	10.4	10	8.1	68	10.2
10. Poor image and reputation of the government	34	29.3	6	10.9	77	20.5	11	8.9	128	19.1
11. Did not want to take the required test	5	4.3	2	3.6	14	3.7	4	3.3	25	3.7
12. Did not qualify for the Outstanding Scholar Program	4	3.5	8	14.6	18	4.8	2	1.6	32	4.8
13. Discouraged by family, friends, or others	3	2.6	2	3.6	15	4.0	9	7.3	29	4.3
14. No jobs available in geographic location(s) desired	8	6.9	7	12.7	50	13.3	15	12.2	80	11.9
15. Inadequate benefits	2	1.7	0	0.0	2	0.5	2	1.6	6	0.9
16. Other	32	27.6	7	12.7	66	17.6	15	12.2	120	17.9
No answer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total respondents[a]	**116**	**100.0**	**55**	**100.0**	**376**	**100.0**	**123**	**100.0**	**670**	**100.0**

[a]This total represents the number of respondents who should have answered this question. The columns do not add to the totals because respondents were to check all categories that applied, i.e., respondents could select multiple reasons.

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Question 8. Please review your responses to question 7 and indicate which, if any, was the most important reason you did not seek a federal job. (670 respondents, the number of respondents who answered categories 2 or 3 for question 6.) Note: Respondents answering question 8 were asked to skip to question 14.

	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
1. Never occurred to me to consider federal employment	6	5.2	3	5.5	38	10.1	14	11.4	61	9.1
2. Did not have information about federal jobs	15	12.9	17	30.9	114	30.3	39	31.7	185	27.6
3. No federal recruiters visited my campus	2	1.7	0	0.0	3	0.8	2	1.6	7	1.0
4. My field of study was not related to federal employment as I perceived it	3	2.6	3	5.5	18	4.8	8	6.5	32	4.8
5. Nonfederal recruiters were more effective in explaining employment opportunities	3	2.6	0	0.0	6	1.6	1	0.8	10	1.5
6. Starting salary too low	13	11.2	7	12.7	10	2.7	6	4.9	36	5.4
7. Application process too burdensome	12	10.3	0	0.0	17	4.5	6	4.9	35	5.2
8. Unable to identify specific job openings	15	12.9	9	16.4	41	10.9	19	15.5	84	12.5
9. Not interested in available job openings	4	3.5	0	0.0	14	3.7	4	3.3	22	3.3
10. Poor image and reputation of the government	15	12.9	3	5.5	27	7.2	3	2.4	48	7.2
11. Did not want to take the required test	1	0.9	0	0.0	0	0.0	1	0.8	2	0.3
12. Did not qualify for the Outstanding Scholar Program	0	0.0	0	0.0	4	1.1	1	0.8	5	0.8
13. Discouraged by family, friends, or others	1	0.9	0	0.0	2	0.5	2	1.6	5	0.8
14. No jobs available in geographic location(s) desired	0	0.0	4	7.3	15	4.0	4	3.3	23	3.4
15. Inadequate benefits	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
16. Other	22	19.0	3	5.5	40	10.6	10	8.1	75	11.2
No answer	4	3.5	6	10.9	27	7.2	3	2.4	40	6.0
Total	**116**	**100.0**	**55**	**100.0**	**376**	**100.0**	**123**	**100.0**	**670**	**100.0**

Question 9. Which of the following reasons, if any, best describe the main reasons you applied for but did not accept a federal job offer? (7 respondents, the number of respondents who answered category 5 for question 6.) Note: The percentages are not shown in this table because the number of respondents is small.

Category	School 1	School 2	School 3	School 4	All schools
1. Accepted a nonfederal job before receiving a federal job offer	0	1	2	0	3
2. Salary too low	0	1	3	0	4
3. Not in geographic location desired	0	1	0	0	1
4. Inadequate benefits	0	0	1	0	1
5. Advised not to accept by family, friends, or others	0	0	2	0	2
6. Did not have enough information about the job	0	0	0	0	0
7. Not interested in doing type of work required by the job	0	0	2	0	2
8. Not related to field of study	0	0	0	0	0
9. Cost of living in area too high	0	1	0	0	1
10. Did not want to work for federal agency offering job	0	0	0	0	0
11. Other	0	1	1	0	2
No answer	0	0	0	0	0
Total respondents[a]	**0**	**2**	**5**	**0**	**7**

[a]This total represents the number of respondents who should have answered this question. The columns will not add to the totals because respondents were to check all categories that applied, i.e., respondents could select multiple reasons.

Question 10. Of the reasons checked in question 9, which, if any, was the most important reason you declined a federal job offer? (7 respondents, the number of respondents who answered category 5 for question 6.) Note: The percentages are not shown in this table because the number of respondents is small.

Category	School 1	School 2	School 3	School 4	All schools
1. Accepted a nonfederal job before receiving a federal job offer	0	1	0	0	1
2. Salary too low	0	0	1	0	1
3. Not in geographic location desired	0	1	0	0	1
4. Inadequate benefits	0	0	0	0	0
5. Advised not to accept by family, friends, or others	0	0	2	0	2
6. Did not have enough information about the job	0	0	0	0	0
7. Not interested in doing type of work required by the job	0	0	2	0	2
8. Not related to field of study	0	0	0	0	0
9. Cost of living in area too high	0	0	0	0	0
10. Did not want to work for federal agency offering job	0	0	0	0	0
11. Other	0	0	0	0	0
No answer	0	0	0	0	0
Total	**0**	**2**	**5**	**0**	**7**

Question 11. Applicants for most entry-level federal professional and administrative positions must take Administrative Careers With America (ACWA) exams unless they qualify under the Outstanding Scholar Program (i.e., upper 10 percent of graduating class or grade point average of 3.50 or better). Did you take any ACWA exams? (176 respondents, the number of respondents who answered categories 4, 5, or 6 for question 6.)

	School 1		School 2		School 3		School 4		All schools	
Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Yes	2	10	6	14.3	10	10.1	1	6.7	19	10.8
2. No	18	90	31	73.8	81	81.8	13	86.7	143	81.3
3. Not sure	0	0.0	2	4.8	3	3.0	0	0.0	5	2.8
No answer	0	0.0	3	7.1	5	5.1	1	6.7	9	5.1
Total	**20**	**100.0**	**42**	**100.0**	**99**	**100.0**	**15**	**100.0**	**176**	**100.0**

Question 12. Which of the following reasons, if any, best describe why you did not take an ACWA exam? (143 respondents, the number of respondents who answered category 2 for question 11.)

	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
1. Since I had no interest in federal employment, there was no reason to take the exam	1	5.6	0	0.0	0	0.0	0	0.0	1	0.7
2. I had no information on the ACWA exam requirement	10	55.6	16	51.6	54	66.7	5	38.5	85	59.4
3. I qualified as an Outstanding Scholar and knew I did not have to take an exam to be considered for federal employment	4	22.2	5	16.1	10	12.4	3	23.1	22	15.4
4. ACWA exams were not required for the federal job(s) of interest to me	7	39.0	7	22.6	27	33.3	6	46.2	47	32.9
5. The exam location was too inconvenient for me	0	0.0	2	6.5	1	1.2	0	0.0	3	2.1
6. The times and/or dates the exam(s) were scheduled were too inconvenient for me	0	0.0	3	9.7	1	1.2	1	7.7	5	3.5
7. I had no interest in taking another exam after taking so many exams in college	1	5.6	0	0.0	0	0.0	1	7.7	2	1.4
8. Others who had taken an ACWA exam recommended I not take it	0	0.0	0	0.0	0	0.0	1	7.7	1	0.7
9. I was not convinced a written exam would adequately measure my abilities to do a job	1	5.6	2	6.5	2	2.5	1	7.7	6	4.2
10. The nonfederal employer(s) I was considering did not require an exam to qualify for employment	3	16.7	2	6.5	5	6.2	1	7.7	11	7.7
11. I am not a good exam taker	0	0.0	2	6.5	2	2.5	0	0.0	4	2.8
12. Other	3	16.7	4	12.9	7	8.6	1	7.7	15	10.5
No answer	0	0.0	0	0.0	1	1.2	0	0.0	1	0.7
Total respondents [a]	**18**	**100.0**	**31**	**100.0**	**81**	**100.0**	**13**	**100.0**	**143**	**100.0**

[a]This total represents the number of respondents who should have answered this question. The columns do not add to the totals because respondents were to check all categories that applied, i.e., respondents could select multiple reasons.

Question 13. Of the reasons checked in question 12, which, if any, was the most important reason you did not take an ACWA exam? (143 respondents, the number of respondents who answered category 2 for question 11.)

	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
1. Since I had no interest in federal employment, there was no reason to take the exam	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2. I had no information on the ACWA exam requirement	6	33.3	12	38.7	38	46.9	5	38.5	61	42.7
3. I qualified as an Outstanding Scholar and knew I did not have to take an exam to be considered for federal employment	1	5.6	4	12.9	4	4.9	3	23.1	12	8.4
4. ACWA exams were not required for the federal job(s) of interest to me	5	27.8	2	6.5	17	21.0	3	23.1	27	18.9
5. The exam location was too inconvenient for me	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6. The times and/or dates the exams(s) were scheduled were too inconvenient for me	0	0.0	3	9.7	1	1.2	1	7.7	5	3.5
7. I had no interest in taking another exam after taking so many exams in college	1	5.6	0	0.0	0	0.0	0	0.0	1	0.7
8. Others who had taken an ACWA exam recommended I not take it	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
9. I was not convinced a written exam would adequately measure my abilities to do a job	0	0.0	2	6.5	0	0.0	1	7.7	3	2.1
10. The nonfederal employer(s) I was considering did not require an exam to qualify for employment	1	5.6	0	0.0	0	0.0	0	0.0	1	0.7
11. I am not a good exam taker	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
12. Other	3	16.7	3	9.7	3	3.7	0	0.0	9	6.3
No answer	1	5.6	5	16.1	18	22.2	0	0.0	24	16.8
Total	**18**	**100.0**	**31**	**100.0**	**81**	**100.0**	**13**	**100.0**	**143**	**100.0**

Question 14. Of how much importance, if any, are the following factors to you in selecting an employer for whom you would like to work? (884 respondents.)

a. Employer and Nature of Work

1. Assistance and cooperation provided to prospective employees by the organization's employees	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	20	14.0	8	8.1	83	16.7	21	14.6	132	14.9
Of moderate importance	42	29.4	14	14.1	134	26.9	31	21.5	221	25.0
Of very great or great importance	72	50.4	74	74.8	242	48.6	90	62.5	478	54.1
No basis to judge	3	2.1	0	0.0	26	5.2	2	1.4	31	3.5
No answer	6	4.2	3	3.0	13	2.6	0	0.0	22	2.5
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

2. Public image and reputation of the employer	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	12	8.4	11	11.1	75	15.1	12	8.3	110	12.4
Of moderate importance	39	27.3	16	16.2	174	34.9	42	29.2	271	30.7
Of very great or great importance	87	60.8	69	69.7	237	47.6	87	60.4	480	54.3
No basis to judge	0	0.0	0	0.0	2	0.4	1	0.7	3	0.3
No answer	5	3.5	3	3.0	10	2.0	2	1.4	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

3. Opportunities for challenging assignments	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	3	2.1	1	1.0	9	1.8	3	2.1	16	1.8
Of moderate importance	10	7.0	9	9.1	64	12.9	21	14.6	104	11.8
Of very great or great importance	124	86.7	87	87.9	414	83.1	119	82.6	744	84.2
No basis to judge	0	0.0	0	0.0	2	0.4	0	0.0	2	0.2
No answer	6	4.2	2	2.0	9	1.8	1	0.7	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

4. Opportunities to apply your education and skills	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	3	2.1	1	1.0	11	2.2	3	2.1	18	2.0
Of moderate importance	19	13.3	0	0.0	71	14.3	11	7.6	101	11.4
Of very great or great importance	115	80.4	96	97.0	403	80.9	129	89.6	743	84.1
No basis to judge	0	0.0	0	0.0	2	0.4	0	0.0	2	0.2
No answer	6	4.2	2	2.0	11	2.2	1	0.7	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

5. Opportunities to "make a difference"	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	11	7.7	1	1.0	24	4.8	3	2.1	39	4.4
Of moderate importance	25	17.5	5	5.1	98	19.7	27	18.8	155	17.5
Of very great or great importance	101	70.6	91	91.9	364	73.1	111	77.1	667	75.5
No basis to judge	0	0.0	0	0.0	2	0.4	1	0.7	3	0.3
No answer	6	4.2	2	2.0	10	2.0	2	1.4	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

6. Opportunities for career growth	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	3	2.1	0	0.0	5	1.0	1	0.7	9	1.0
Of moderate importance	3	2.1	1	1.0	19	3.8	6	4.2	29	3.3
Of very great or great importance	131	91.6	96	97.0	463	93.0	135	93.8	825	93.3
No basis to judge	1	0.7	0	0.0	1	0.2	0	0.0	2	0.2
No answer	5	3.5	2	2.0	10	2.0	2	1.4	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

7. Other	64 respondents gave and rated other factors concerning the employer and nature of the work.

b. Salary, Benefits, and Promotions

8. Salary amount	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	11	7.7	3	3.0	18	3.6	0	0.0	32	3.6
Of moderate importance	54	37.8	22	22.2	196	39.4	37	25.7	309	35.0
Of very great or great importance	73	51.1	72	72.7	271	54.4	107	74.3	523	59.2
No basis to judge	0	0.0	0	0.0	2	0.4	0	0.0	2	0.2
No answer	5	3.5	2	2.0	11	2.2	0	0.0	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

9. Retirement program	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	68	47.6	2	2.0	82	16.5	10	6.9	162	18.3
Of moderate importance	39	27.3	10	10.1	163	32.7	41	28.5	253	28.6
Of very great or great importance	22	15.4	85	85.9	242	48.6	93	64.6	442	50.0
No basis to judge	9	6.3	0	0.0	2	0.4	0	0.0	11	1.2
No answer	5	3.5	2	2.0	9	1.8	0	0.0	16	1.8
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

10. Health insurance	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	21	14.7	0	0.0	32	6.4	4	2.8	57	6.5
Of moderate importance	37	25.9	3	3.0	82	16.5	17	11.8	139	15.7
Of very great or great importance	78	54.6	93	93.9	371	74.5	122	84.7	664	75.1
No basis to judge	1	0.7	0	0.0	1	0.2	0	0.0	2	0.2
No answer	6	4.2	3	3.0	12	2.4	1	0.7	22	2.5
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

11. Amount of paid time off (holidays, vacations, personal days, sick days)	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	36	25.2	6	6.1	86	17.3	13	9.0	141	16.0
Of moderate importance	65	45.5	32	32.3	199	40.0	43	29.9	339	38.4
Of very great or great importance	35	24.5	59	59.6	202	40.6	87	60.4	383	43.3
No basis to judge	2	1.4	0	0.0	1	0.2	0	0.0	3	0.3
No answer	5	3.5	2	2.0	10	2.0	1	0.7	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

12. Life insurance	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	71	49.7	4	4.0	168	33.7	18	12.5	261	29.5
Of moderate importance	43	30.1	13	13.1	155	31.1	48	33.3	259	29.3
Of very great or great importance	20	14.0	79	79.8	158	31.7	77	53.5	334	37.8
No basis to judge	4	2.8	0	0.0	6	1.2	1	0.7	11	1.2
No answer	5	3.5	3	3.0	11	2.2	0	0.0	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

13. Savings plan	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	67	46.9	6	6.1	138	27.7	24	16.7	235	26.6
Of moderate importance	43	30.1	21	21.2	146	29.3	39	27.1	249	28.2
Of very great or great importance	21	14.7	70	70.7	201	40.4	78	54.2	370	41.9
No basis to judge	5	3.5	0	0.0	2	0.4	3	2.1	10	1.1
No answer	7	4.9	2	2.0	11	2.2	0	0.0	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

14. Promotion opportunities	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	5	3.5	1	1.0	15	3.0	4	2.8	25	2.8
Of moderate importance	14	9.8	1	1.0	51	10.2	13	9.0	79	8.9
Of very great or great importance	118	82.5	95	96.0	418	83.9	126	87.5	757	85.6
No basis to judge	0	0.0	0	0.0	3	0.6	1	0.7	4	0.5
No answer	6	4.2	2	2.0	11	2.2	0	0.0	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

15. Other	30 respondents gave and rated other factors concerning salary, benefits, and promotions.

c. Personal Considerations

16. Job security	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	13	9.1	0	0.0	24	4.8	1	0.7	38	4.3
Of moderate importance	41	28.7	1	1.0	82	16.5	5	3.5	129	14.6
Of very great or great importance	84	58.7	95	96.0	384	77.1	137	95.1	700	79.2
No basis to judge	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No answer	5	3.5	3	3.0	8	1.6	1	0.7	17	1.9
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

17. Location of the job	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	11	7.7	11	11.1	63	12.7	14	9.7	99	11.2
Of moderate importance	46	32.2	30	30.3	163	32.7	42	29.2	281	31.8
Of very great or great importance	81	56.6	55	55.6	264	53.0	87	60.4	487	55.1
No basis to judge	1	0.7	1	1.0	0	0.0	0	0.0	2	0.2
No answer	4	2.8	2	2.0	8	1.6	1	0.7	15	1.7
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

18. Cost of living where the job is located	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	41	28.7	5	5.1	72	14.5	16	11.1	134	15.2
Of moderate importance	57	39.9	17	17.2	187	37.6	45	31.3	306	34.6
Of very great or great importance	39	27.3	75	75.8	229	46.0	82	56.9	425	48.1
No basis to judge	2	1.4	0	0.0	1	0.2	0	0.0	3	0.3
No answer	4	2.8	2	2.0	9	1.8	1	0.7	16	1.8
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

19. Childcare assistance the employer provides	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	88	61.5	34	34.3	306	61.5	64	44.4	492	55.7
Of moderate importance	12	8.4	28	28.3	88	17.7	35	24.3	163	18.4
Of very great or great importance	9	6.3	29	29.3	38	7.6	24	16.7	100	11.3
No basis to judge	30	21.0	6	6.1	56	11.2	20	13.9	112	12.7
No answer	4	2.8	2	2.0	10	2.0	1	0.7	17	1.9
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

20. Eldercare assistance the employer provides	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	93	65.0	38	38.4	329	66.1	81	56.3	541	61.2
Of moderate importance	9	6.3	26	26.3	62	12.5	34	23.6	131	14.8
Of very great or great importance	2	1.4	27	27.3	27	5.4	8	5.6	64	7.2
No basis to judge	33	23.1	4	4.0	71	14.3	21	14.6	129	14.6
No answer	6	4.2	4	4.0	9	1.8	0	0.0	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

21. Opportunity to work at home or other locations outside the office	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	87	60.8	37	37.4	289	58.0	76	52.8	489	55.3
Of moderate importance	32	22.4	29	29.3	122	24.5	37	25.7	220	24.9
Of very great or great importance	7	4.9	30	30.3	60	12.1	18	12.5	115	13.0
No basis to judge	12	8.4	0	0.0	19	3.8	13	9.0	44	5.0
No answer	5	3.5	3	3.0	8	1.6	0	0.0	16	1.8
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

22. Flexibility of work schedule	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	74	51.8	21	21.2	162	32.5	40	27.8	297	33.6
Of moderate importance	38	26.6	31	31.3	180	36.1	41	28.5	290	32.8
Of very great or great importance	25	17.5	45	45.5	145	29.1	60	41.7	275	31.1
No basis to judge	2	1.4	0	0.0	3	0.6	3	2.1	8	0.9
No answer	4	2.8	2	2.0	8	1.6	0	0.0	14	1.6
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

23. Ability to balance work and personal life	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	19	13.3	7	7.1	53	10.6	9	6.3	88	10.0
Of moderate importance	50	35.0	20	20.2	133	26.7	33	22.9	236	26.7
Of very great or great importance	69	48.3	69	69.7	302	60.6	101	70.1	541	61.2
No basis to judge	0	0.0	1	1.0	1	0.2	0	0.0	2	0.2
No answer	5	3.5	2	2.0	9	1.8	1	0.7	17	1.9
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

24. Physical working environment	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Of some, little, or no importance	27	18.9	6	6.1	64	12.9	10	6.9	107	12.1
Of moderate importance	58	40.6	25	25.3	159	31.9	43	29.9	285	32.2
Of very great or great importance	53	37.1	65	65.7	262	52.6	89	61.8	469	53.1
No basis to judge	0	0.0	0	0.0	3	0.6	1	0.7	4	0.5
No answer	5	3.5	3	3.0	10	2.0	1	0.7	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

25. Other	40 respondents gave and rated other factors concerning personal considerations.

d. Other Factors

26. Other	61 respondents gave and rated other factors concerning selection of an employer.

Question 15. Please compare, based on your personal knowledge and/or experience, your perceptions of the following employment practices and conditions of federal agencies versus non federal employers. (884 respondents.) Note: In most cases, these are the same factors listed in question 14.

a. Recruiting and Hiring

1. Availability of information about job opportunities	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	14	9.8	15	15.2	49	9.8	14	9.7	92	10.4
About the same	25	17.5	22	22.2	87	17.5	15	10.4	149	16.9
Nonfederal better than federal	87	60.8	51	51.5	305	61.2	99	68.8	542	61.3
No basis to judge	9	6.3	8	8.1	47	9.4	14	9.7	78	8.8
No answer	8	5.6	3	3.0	10	2.0	2	1.4	23	2.6
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

2. Recruiting presence on campus	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	1	0.7	7	7.1	23	4.6	8	5.6	39	4.4
About the same	16	11.2	22	22.2	67	13.5	14	9.7	119	13.5
Nonfederal better than federal	109	76.2	56	56.6	335	67.3	95	66.0	595	67.3
No basis to judge	11	7.7	10	10.1	66	13.3	25	17.4	112	12.7
No answer	6	4.2	4	4.0	7	1.4	2	1.4	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

3. Ease of job application procedures	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	0	0.0	7	7.1	6	1.2	1	0.7	14	1.6
About the same	8	5.6	19	19.2	38	7.6	12	8.3	77	8.7
Nonfederal better than federal	96	67.1	57	57.6	315	63.3	86	59.7	554	62.7
No basis to judge	34	23.8	13	13.1	131	26.3	43	29.9	221	25.0
No answer	5	3.5	3	3.0	8	1.6	2	1.4	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

4. Speed of job offers	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	0	0.0	7	7.1	5	1.0	1	0.7	13	1.5
About the same	12	8.4	16	16.2	44	8.8	15	10.4	87	9.8
Nonfederal better than federal	65	45.5	51	51.5	211	42.4	58	40.3	385	43.6
No basis to judge	61	42.7	23	23.2	231	46.4	67	46.5	382	43.2
No answer	5	3.5	2	2.0	7	1.4	3	2.1	17	1.9
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

5. Examination requirement	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	7	4.9	13	13.1	30	6.0	8	5.6	58	6.6
About the same	7	4.9	19	19.2	55	11.0	19	13.2	100	11.3
Nonfederal better than federal	53	37.1	42	42.4	166	33.3	49	34.0	310	35.1
No basis to judge	70	49.0	23	23.2	235	47.2	65	45.1	393	44.5
No answer	6	4.2	2	2.0	12	2.4	3	2.1	23	2.6
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

6. Other	6 respondents gave and rated other employment practices and conditions concerning recruiting and hiring.

b. Employer and Nature of Work

7. Assistance and cooperation provided to prospective employees by the organization's employees	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	3	2.1	18	18.2	41	8.2	8	5.6	70	7.9
About the same	41	28.7	29	29.3	143	28.7	31	21.5	244	27.6
Nonfederal better than federal	39	27.3	16	16.2	102	20.5	39	27.1	196	22.2
No basis to judge	54	37.8	33	33.3	202	40.6	61	42.4	350	39.6
No answer	6	4.2	3	3.0	10	2.0	5	3.5	24	2.7
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

8. Public image and reputation of the employer	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	6	4.2	31	31.3	32	6.4	16	11.1	85	9.6
About the same	36	25.2	29	29.3	156	31.3	36	25.0	257	29.1
Nonfederal better than federal	82	57.3	21	21.2	254	51.0	64	44.4	421	47.6
No basis to judge	11	7.7	16	16.2	49	9.8	25	17.4	101	11.4
No answer	8	5.6	2	2.0	7	1.4	3	2.1	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

9. Opportunities for challenging assignments	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	7	4.9	25	25.3	42	8.4	24	16.7	98	11.1
About the same	38	26.6	31	31.3	159	31.9	42	29.2	270	30.5
Nonfederal better than federal	66	46.2	16	16.2	167	33.5	29	20.1	278	31.5
No basis to judge	26	18.2	25	25.3	123	24.7	45	31.3	219	24.8
No answer	6	4.2	2	2.0	7	1.4	4	2.8	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

10. Opportunities to apply education and skills	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	14	9.8	30	30.3	50	10.0	15	10.4	109	12.3
About the same	58	40.6	33	33.3	205	41.2	55	38.2	351	39.7
Nonfederal better than federal	44	30.8	12	12.1	120	24.1	25	17.4	201	22.7
No basis to judge	20	14.0	22	22.2	115	23.1	46	31.9	203	23.0
No answer	7	4.9	2	2.0	8	1.6	3	2.1	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

11. Opportunities to "make a difference"	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	26	18.2	25	25.3	75	15.1	24	16.7	150	17.0
About the same	44	30.8	28	28.3	143	28.7	39	27.1	254	28.7
Nonfederal better than federal	43	30.1	21	21.2	167	33.5	34	23.6	265	30.0
No basis to judge	22	15.4	23	23.2	104	20.9	43	29.9	192	21.7
No answer	8	5.6	2	2.0	9	1.8	4	2.8	23	2.6
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

12. Opportunities for career growth	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	7	4.9	37	37.4	45	9.0	24	16.7	113	12.8
About the same	33	23.1	21	21.2	152	30.5	40	27.8	246	27.8
Nonfederal better than federal	73	51.1	22	22.2	185	37.2	36	25.0	316	35.8
No basis to judge	24	16.8	16	16.2	106	21.3	41	28.5	187	21.2
No answer	6	4.2	3	3.0	10	2.0	3	2.1	22	2.5
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

13. Other	11 respondents gave and rated other employment practices and conditions concerning the employer and nature of the work.

c. Salary, Benefits, and Promotions

14. Beginning salary amount	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	2	1.4	37	37.4	85	17.1	27	18.8	151	17.1
About the same	14	9.8	16	16.2	89	17.9	28	19.4	147	16.3
Nonfederal better than federal	109	76.2	32	32.3	221	44.4	48	33.3	410	46.4
No basis to judge	12	8.4	13	13.1	92	18.5	39	27.1	156	17.7
No answer	6	4.2	1	1.0	11	2.2	2	1.4	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

15. Probability of reasonable future salary increases	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	8	5.6	53	53.5	115	23.1	34	23.6	210	23.8
About the same	21	14.7	14	14.1	92	18.5	31	21.5	158	17.9
Nonfederal better than federal	90	62.9	19	19.2	178	35.7	39	27.1	326	36.9
No basis to judge	17	11.9	12	12.1	102	20.5	38	26.4	169	19.1
No answer	7	4.9	1	1.0	11	2.2	2	1.4	21	2.4
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

16. Retirement program	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	53	37.1	50	50.5	266	53.4	66	45.8	435	49.2
About the same	17	11.9	22	22.2	84	16.9	24	16.7	147	16.6
Nonfederal better than federal	12	8.4	7	7.1	29	5.8	12	8.3	60	6.8
No basis to judge	55	38.5	19	19.2	110	22.1	40	27.8	224	25.3
No answer	6	4.2	1	1.0	9	1.8	2	1.4	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

17. Health insurance	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	49	34.3	52	52.5	250	50.2	59	41.0	410	46.4
About the same	25	17.5	19	19.2	101	20.3	24	16.7	169	19.1
Nonfederal better than federal	9	6.3	8	8.1	31	6.2	15	10.4	63	7.1
No basis to judge	53	37.1	18	18.2	108	21.7	44	30.6	223	25.2
No answer	7	4.9	2	2.0	8	1.6	2	1.4	2	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

18. Amount of paid time off (holidays, vacations, personal days, sick days)	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	51	35.7	57	57.6	276	55.4	76	52.8	460	52.0
About the same	27	18.9	21	21.2	93	18.7	19	13.2	160	18.1
Nonfederal better than federal	17	11.9	7	7.1	22	4.4	11	7.6	57	6.5
No basis to judge	42	29.4	13	13.1	97	19.5	36	25.0	188	21.3
No answer	6	4.2	1	1.0	10	2.0	2	1.4	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

19. Life insurance	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	34	23.8	44	44.4	154	30.9	49	34.0	281	31.8
About the same	28	19.6	24	24.2	135	27.1	29	20.1	216	24.4
Nonfederal better than federal	9	6.3	6	6.1	23	4.6	10	6.9	48	5.4
No basis to judge	66	46.2	24	24.2	177	35.5	54	37.5	321	36.3
No answer	6	4.2	1	1.0	9	1.8	2	1.4	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

20. Savings plan	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	24	16.8	38	38.4	124	24.9	36	25.0	222	25.1
About the same	27	18.9	25	25.3	143	28.7	29	20.1	224	25.3
Nonfederal better than federal	16	11.2	10	10.1	44	8.8	16	11.1	86	9.7
No basis to judge	69	48.3	25	25.3	178	35.7	61	42.4	333	37.7
No answer	7	4.9	1	1.0	9	1.8	2	1.4	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

21. Promotion opportunities	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	6	4.2	39	39.4	70	14.1	34	23.6	149	16.9
About the same	27	18.9	26	26.3	138	27.7	30	20.8	221	25.0
Nonfederal better than federal	67	46.9	14	14.1	160	32.1	34	23.6	275	31.1
No basis to judge	36	25.2	18	18.2	120	24.1	43	29.9	217	24.6
No answer	7	4.9	2	2.0	10	2.0	3	2.1	22	2.5
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

22. Other	6 respondents gave and rated other employment practices and conditions concerning salary, benefits, and promotions.

d. Personal Considerations

23. Job security	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	76	53.2	64	64.7	322	64.7	55	38.2	517	58.5
About the same	25	17.5	18	18.2	69	13.9	37	25.7	149	16.9
Nonfederal better than federal	12	8.4	6	6.1	31	6.2	19	13.2	68	7.7
No basis to judge	22	15.4	10	10.1	66	13.3	31	21.5	129	14.6
No answer	8	5.6	1	1.0	10	2.0	2	1.4	21	2.4
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

24. Childcare assistance the employer provides	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	24	16.8	24	24.2	111	22.3	20	13.9	179	20.3
About the same	21	14.7	25	25.3	92	18.5	28	19.4	166	18.8
Nonfederal better than federal	5	3.5	5	5.1	20	4.0	9	6.3	39	4.4
No basis to judge	87	60.8	44	44.4	263	52.8	85	59.0	479	54.2
No answer	6	4.2	1	1.0	12	2.4	2	1.4	21	2.4
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

25. Eldercare assistance the employer provides	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	22	15.4	22	22.2	107	21.5	16	11.1	167	18.9
About the same	18	12.6	22	22.2	90	18.1	23	16.0	153	17.3
Nonfederal better than federal	5	3.5	3	3.0	9	1.8	10	6.9	27	3.1
No basis to judge	92	64.3	51	51.5	281	56.4	93	64.6	517	58.5
No answer	6	4.2	1	1.0	11	2.2	2	1.4	20	2.3
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

26. Opportunity to work at home or other locations outside the office	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	8	5.6	18	18.2	27	5.4	12	8.3	65	7.4
About the same	26	18.2	24	24.2	111	22.3	26	18.1	187	21.2
Nonfederal better than federal	39	27.3	18	18.2	154	30.9	30	20.8	241	27.3
No basis to judge	64	44.8	38	38.4	197	39.6	74	51.4	373	42.2
No answer	6	4.2	1	1.0	9	1.8	2	1.4	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

27. Flexibility of work schedule	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	23	16.1	26	26.3	32	6.4	16	11.1	97	11.0
About the same	26	18.2	25	25.3	119	23.9	32	22.2	202	22.9
Nonfederal better than federal	46	32.2	23	23.2	191	38.4	40	27.8	300	33.9
No basis to judge	42	29.4	24	24.2	147	29.5	54	37.5	267	30.2
No answer	6	4.2	1	1.0	9	1.8	2	1.4	18	2.0
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

28. Ability to balance work and personal life	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	39	27.3	19	19.2	101	20.3	13	9.0	172	19.5
About the same	47	32.9	40	40.4	189	38.0	52	36.1	328	37.1
Nonfederal better than federal	13	9.1	14	14.1	63	12.7	22	15.3	112	12.7
No basis to judge	38	26.6	25	25.3	135	27.1	55	38.2	253	28.6
No answer	6	4.2	1	1.0	10	2.0	2	1.4	19	2.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

29. Physical working environment	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Federal better than nonfederal	5	3.5	19	19.2	42	8.4	17	11.8	83	9.4
About the same	35	24.5	46	46.5	194	39.0	48	33.3	323	36.4
Nonfederal better than federal	48	33.6	6	6.1	104	20.9	24	16.7	182	20.6
No basis to judge	49	34.3	26	26.3	148	29.7	52	36.1	275	31.1
No answer	6	4.2	2	2.0	10	2.0	3	2.1	21	2.4
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

30. Other	1 respondent gave and rated other employment practices and conditions concerning personal considerations.

Question 16. Which of the following sources, if any, were the bases for making your comparisons in question 15? (884 respondents.)

	School 1		School 2		School 3		School 4		All schools	
Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
1. Current or past federal employment	21	14.7	11	11.1	52	10.4	16	11.1	100	11.3
2. Current or past nonfederal employment	70	49.0	33	33.3	201	40.4	55	38.2	359	40.6
3. Common knowledge	93	65.0	54	54.6	245	49.2	76	52.8	468	52.9
4. General observations	111	77.6	64	64.7	352	70.7	89	61.8	616	69.7
5. Family members or friends	70	49.0	30	30.3	195	39.2	44	30.6	339	38.4
6. College professor(s)	17	11.9	13	13.1	47	9.4	22	15.3	99	11.2
7. College placement office/career counselors	18	12.6	14	14.1	32	6.4	13	9.0	77	8.7
8. Job recruiter(s)	11	7.7	15	15.2	63	12.7	19	13.2	108	12.2
9. Employment literature	38	26.6	22	22.2	100	20.1	28	19.4	188	21.3
10. Person(s) with federal employment experience	66	46.2	37	37.4	184	37.0	43	29.9	330	37.3
11. Person(s) with nonfederal employment experience	68	47.6	24	24.2	140	28.1	32	22.2	264	29.9
12. Other	7	4.9	5	5.1	34	6.8	10	6.9	56	6.3
No answer	12	8.4	4	4.0	26	5.2	5	3.5	47	5.3
Total respondents[a]	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

[a]This total represents the number of respondents who should have answered this question. The columns do not add to the totals because respondents were to check all categories that applied, i.e., respondents could select multiple reasons.

E. General Background Information

Question 17. In what year were you born? (884 respondents.)

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Before 1967	0	0.0	17	17.2	85	17.1	28	19.4	130	14.7
1967	1	0.7	7	7.1	53	10.6	8	5.6	69	7.8
1968	3	2.1	12	12.1	102	20.5	18	12.5	135	15.3
1969	15	10.5	33	33.3	160	32.1	46	31.9	254	28.7
1970	112	78.3	26	26.3	88	17.7	41	28.5	267	30.2
After 1970	7	4.9	3	3.0	1	0.2	2	1.4	13	1.5
No answer	5	3.5	1	1.0	9	1.8	1	0.7	16	1.8
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

Question 18. Are you male or female? (884 respondents.)

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Male	77	53.9	32	32.3	322	64.7	47	32.6	478	54.1
2. Female	62	43.4	66	66.7	167	33.5	95	66.0	390	44.1
No answer	4	2.8	1	1.0	9	1.8	2	1.4	16	1.8
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

Question 19. Which of the following categories best describes your racial/ethnic background? (884 respondents.)

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Hispanic	4	2.8	0	0.0	7	1.4	0	0.0	11	1.2
2. White (non-Hispanic)	118	82.5	5	5.1	441	88.6	140	97.2	704	79.6
3. Black (non-Hispanic)	9	6.3	89	89.9	5	1.0	3	2.1	106	12.0
4. American Indian/Alaskan Native	1	0.7	0	0.0	3	0.6	0	0.0	4	0.5
5. Asian/Pacific Islander	5	3.5	0	0.0	28	5.6	0	0.0	33	3.7
6. Other	2	1.4	1	1.0	6	1.2	0	0.0	9	1.0
No answer	4	2.8	4	4.0	8	1.6	1	0.7	17	1.9
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

Question 20. Using the following scale, what was your Grade Point Average (GPA) for all of your undergraduate courses? Note: We asked respondents to use the following scale: A=4.0; B=3.0; C=2.0; D=1.0; F=0.0. (884 respondents.)

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. 3.5-4.0	68	47.6	10	10.1	73	14.7	38	26.4	189	21.4
2. 3.0-3.4	60	42.0	40	40.4	241	48.4	67	46.5	408	46.2
3. 2.5-2.9	11	7.7	41	41.4	160	32.1	31	21.5	243	27.5
4. 2.0-2.4	0	0.0	7	7.1	12	2.4	7	4.9	26	2.9
5. Less than 2.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6. Don't remember or don't know	0	0.0	0	0.0	2	0.4	0	0.0	2	0.2
No answer	4	2.8	1	1.0	10	2.0	1	0.7	16	1.8
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

Question 21. What was your class standing? (884 respondents.)

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Class standing was not calculated at my school	9	6.3	23	23.2	113	22.7	45	31.3	190	21.5
2. In upper 10 percent of class	23	16.1	14	14.1	62	12.5	23	16.0	122	13.8
3. In upper 25 percent of class (but not in upper 10 percent)	33	23.1	19	19.2	65	13.1	17	11.8	134	15.2
4. In upper 50 percent of class (but not in upper 25 percent)	26	18.2	12	12.1	49	9.8	7	4.9	94	10.6
5. In lower 50 percent of class	16	11.2	3	3.0	4	0.8	1	0.7	24	2.7
6. Don't remember or don't know	32	22.4	26	26.3	195	39.2	51	35.4	304	34.4
No answer	4	2.8	2	2.0	10	2.0	0	0.0	16	1.8
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

F. Comments

Question 22. If you have any comments on this survey, or any questions you think we should have asked but did not, please enter them in the space below or attach additional sheets. Also, if you have any suggestions for ways of making the federal government a more attractive employer, please write them below.

Of the 884 respondents who sought employment or stayed with the same employer as before graduation, 299, or 33.8 percent, provided written comments.

Category	School 1		School 2		School 3		School 4		All schools	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Comments provided	52	36.4	28	28.3	176	35.3	43	29.9	299	33.8
No comments provided	91	63.6	71	71.7	322	64.7	101	70.1	585	66.2
Total	**143**	**100.0**	**99**	**100.0**	**498**	**100.0**	**144**	**100.0**	**884**	**100.0**

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